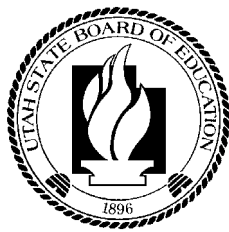


**Report of the  
Accreditation Visiting Team**

**North Sevier High School  
350 West 400 North  
Salina, Utah 84654**

**September 15, 2004**



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**North Sevier High School  
350 West 400 North  
Salina, Utah 84654**

**September 15, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Christine Kearn, Associate Superintendent**

**Brett Moulding, Director  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

## TABLE OF CONTENTS

Foreword.....	ii
Utah State Board of Education .....	iii
Sevier School District Board of Education and District Administration.....	1
North Sevier High School Administration and Staff.....	2
North Sevier High School Mission Statement and Belief Statements.....	3
Members of the Visiting Team .....	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	6
Chapter 2: The Self-Study Process .....	6
Chapter 3: Instructional and Organizational Effectiveness .....	7
Shared Vision, Beliefs, Mission, and Goals .....	8
Curriculum Development.....	9
Quality Instructional Design .....	9
Quality Assessment Systems .....	10
Leadership for School Improvement .....	11
Community Building .....	12
Culture of Continuous Improvement and Learning.....	13
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI .....	13
Chapter 5: School Improvement Efforts – Action Plan.....	15
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	16

## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, September 15, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of North Sevier High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal James Ray Terry is also commended.

The staff and administration are congratulated for their desire for excellence at North Sevier High School and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at North Sevier High School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

## UTAH STATE BOARD OF EDUCATION

250 East 500 South  
P. O. Box 144200  
Salt Lake City, UT 84114-4200

### **District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

### **District 6**

Tim Beagley  
3974 South 3550 West  
West Valley City, UT 84119  
Phone: (801) 969-6454

### **District 11**

David L. Moss  
1964 Hawk Circle  
Sandy, UT 84092  
Phone: (801) 572-6144

### **District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

### **District 7**

John C. Pingree  
1389 Harvard Avenue  
Salt Lake City, UT 84105  
Phone: (801) 582-5635

### **District 12**

Mike Anderson  
455 East 200 North  
Lindon, UT 84042  
Phone: (801) 785-1212

### **District 3**

Edward Dalton  
1323 Bryan Road  
Erda, UT 84074  
Phone: (435) 882-4498

### **District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

### **District 13**

Linnea S. Barney  
1965 South Main Street  
Orem, UT 84058  
Phone: (801) 225-4149

### **District 4**

Joyce W. Richards  
930 East 5000 South  
Ogden, UT 84403  
Phone: (801) 479-5370

### **District 9**

Gary C. Swensen  
1101 Framewood Ln  
Taylorsville, UT 84123  
Phone: (801) 281-8746

### **District 14**

Dixie Allen  
218 West 5250 North  
Vernal, UT 84078  
Phone: (435) 789-0534

### **District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

### **District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

### **District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

### **Bonnie Jean Beesley**

1492 East Kristianna Cir.  
Salt Lake City, UT 84103  
Phone: (801) 359-0295

### **Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

### **Patti Harrington**

Executive Officer

### **Twila B. Affleck**

Secretary

\*Board of Regents Appointments

8/1/2004

## **SEVIER SCHOOL DISTRICT**

### **BOARD OF EDUCATION**

Tom Hales ..... President, Precinct #5  
Don Naser ..... Vice President, Precinct #2  
Jack Hansen ..... Member, Precinct #3  
Michael Miles ..... Member, Precinct #1  
Jerald Oldroyd..... Member, Precinct #4

### **DISTRICT ADMINISTRATION**

Brent M. Thorne..... Superintendent  
Leon Stewart ..... Director Applied Technology Education  
Myron Mickelsen..... Director Student Services  
Myron Mickelsen..... Supervisor Secondary/Elementary Education  
Patrick Wilson..... Business Manager/Director Buildings and Grounds  
Deloss Christensen..... Supervisor Transportation and Maintenance  
Gail Albrecht..... Supervisor Special Education  
Karen Pace ..... Director Child Nutrition Program

**NORTH SEVIER HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

**School Administration**

James Ray Terry ..... Principal  
Jill Porter ..... Assistant Principal

**Counseling**

Natalie Keisel ..... Counselor

**Support Staff**

Connie R. Hansen, Secretary	Ted Anderson, Head Custodian
Karla Fillmore, Registrar,	Cathy Anderson
EDNET Facilitator	Tom Schussler
Carol Lee Johnson, Media	Martin Abrams
Doris Bastian, Writing Lab	Julie Wanlass, Head Food Service
Kristine Mickelsen, Writing Lab	Nikki Mickelsen
EvaLynn Holt, Copy Aide	Cindee May

**Faculty**

Nolan Andersen	Lisa Edwards	Ron Patterson
Jill Anderson	Kevin Eppich	Jill Porter
Jackie Burr	Jo Lynne Kirkwood	Lynn Poulson
George Chappell	Lexa Larsen	Barry Smith
Jerald DeMille	Tory Mathis	Paul Torgerson
Nancy Dexter	Kristine Myers	

## **NORTH SEVIER HIGH SCHOOL**

### **MISSION STATEMENT**

The mission of North Sevier High School is to provide every student the opportunity to acquire the knowledge, skills and habits to become responsible contributors to society.

### **BELIEF STATEMENTS**

We believe:

1. That the ultimate aim of schooling is to help each individual progress toward reaching their full potential.
2. That students and teachers are human beings with value, not objects to be manipulated or consumed by any system.
3. That learning is the chief priority.
4. That our success as a school requires the involvement of parents and other community members.
5. That a school environment accepting of change and looking forward to the future is essential for success.
6. In “teachers as facilitators, students as workers.”
7. That our school must be organized to meet the needs of individuals by being flexible, adaptable, and inclusive.
8. That school must be a safe environment that promotes student responsibility for directing and assessing individual learning.
9. Students need to learn and apply problem-solving skills.
10. It is the responsibility of the staff of North Sevier High School to provide a variety of learning opportunities for every student.



## **MEMBERS OF THE VISITING TEAM**

Dr. Roy L. Hoyt, Hurricane High School, Washington County School District,  
Visiting Team Chairperson

Marc Taylor, Manti High School, South Sanpete School District

Gary Jensen, Milford High School, Beaver School District

# **VISITING TEAM REPORT**

## **NORTH SEVIER HIGH SCHOOL**

### **CHAPTER 1: SCHOOL PROFILE**

North Sevier High School is a small rural school located in the south-central Utah community of Salina. Its student population is 311, in grades 9-12. Although agrarian in the beginning, the three small communities that contribute students to North Sevier High School have evolved into primarily blue-collar areas with mining and trucking as the main industries.

The school operates on a trimester schedule, with 60 days per trimester. Classes are 60 minutes long, and there are six classes per day. Friday is an early out day. Struggling freshman students are encouraged to attend a tutorial program that is offered on Friday afternoons.

a) *What significant findings were revealed by the school's analysis of their profile?*

Numbers indicate a decline in student population. The student population has declined nine percent between the years 2000 and 2003. The community population size has declined 10 percent during the same period. Although the general population is declining, during the 1990s Hispanic migrant families began to move into the area to work on dairy farms. The minority population has grown from one percent to five percent in 2003.

State end-of-level scores indicate that North Sevier High School students do well with language arts and math tests. However, earth science and biology tests have averaged below state levels for the last three years. The profile indicates the school has only one science teacher, and has had a turnover of three teachers in four years.

North Sevier High School has a large number of students who are involved in extracurricular activities. Students have 26 different activities to choose from. Last year, 73 percent of students participated in extracurricular activities.

In 2003, North Sevier High School conducted a stakeholder survey among teachers, students, and parents. A majority of stakeholders agreed that students have access to a variety of learning resources, that students have a safe environment, and that students are able to work together in teams. Areas of disagreement among stakeholders were whether students cheat, whether substance abuse is a problem, and whether teachers keep all students well informed of their progress.

- b) *What modifications to the school profile should the school consider for the future?*

North Sevier High School has only scratched the surface in its use of data. CRT scores, ACT scores, attendance, grades, etc., must be disaggregated by gender, ethnicity, special education status, ESL, income, etc. Disaggregated data will be essential in the identification of students who are struggling.

**Suggested Areas for Further Inquiry:**

- All members of the school community need to be involved in the collection, analyzing, and disaggregation of data.
- Collect additional data pertaining to the perceptions of community stakeholders.
- Investigate school dropout patterns based on gender, grade level, ethnicity, etc.
- Include disciplinary data such as referrals, suspensions, and expulsions.

**CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

North Sevier High School has worked extensively on the self-analysis for just over a year. A new principal was hired at the beginning of the 2003-04 school year, at which time the faculty became actively involved in the self-analysis.

Interviews with students and teachers indicated that most of the school community was invited to participate in the self-analysis process. The school leadership team had participated in the USOE School Leadership training the summer of 2003. At the beginning of the 2003-04 school year, the staff began the year with a three-day retreat. At this retreat the faculty developed the mission statement, beliefs, and desired results for student learning.

Departments (some of which have just one person) participated in an in-depth study focusing on the Essential Questions for Departmental Analysis. Focus groups included the seven groups outlined by the NSSE. Parents, students, and staff participated in each of the assigned areas. It was evident that the self-analysis process improved collaboration and collegiality among the staff members of North Sevier High School.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study reflects an analysis of the organization's effectiveness based on the National Study of School Evaluation (NSSE) Survey of Instructional and Organizational Effectiveness. The Visiting Team believes the self-analysis reflects the school's current strengths and limitations.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

North Sevier High School's desired results for student learning (DRSLs) are as follows:

#### **Effective communication skills**

##### Indicators

Students will:

1. Communicate with clarity, purpose and understanding of audience.
2. Integrate the use of a variety of communication forms and use a wide range of communication skills.
3. Recognize, analyze, and evaluate various forms of communication.

#### **Critical Thinking Skills**

##### Indicators

Students will:

1. Gather, analyze, and evaluate data effectively.
2. Clearly define a problem in a variety of contexts.
3. Classify and organize information, make inferences and support conclusions.
4. Generate and evaluate ideas in a variety of contexts.
5. Work beyond conventional boundaries and illustrate positive risk-taking behaviors.

#### **Physical, Emotional and Social Well-Being**

##### Indicators

Students will:

1. Recognize the significance of balanced nutrition, the benefits of exercise and the importance of avoiding risky behaviors.
2. Master stress management techniques and develop a repertoire of coping skills.
3. Learn to work cooperatively and develop positive, respectful relationships.

## **Academic Skills**

### **Indicators**

Students will:

1. Demonstrate basic competency in reading, writing, and mathematics.
2. Have the academic skills that will enable them to succeed in an entry-level employment situation or continue into post-secondary education.
3. Be technologically literate.

## **Citizenship Skills**

### **Indicators**

Students will:

1. Have an understanding of and a desire to participate ethically and autonomously in the local and world communities to promote personal, public and global good.
2. Demonstrate attributes of dependability, responsibility, integrity, caring, cooperation, and teamwork.

## **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process was established that involved teachers and administrators in defining the school's beliefs, mission, and goals, but that provided a limited role for other stakeholders, such as parents, students, and community members.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The mission statement describes the purpose and direction for the school, and reflects a focus on student learning as the top priority for the school. However, not all stakeholders (parents and students) were included in the development and implementation of the mission and beliefs.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission, beliefs, and desired results align in purpose and intent.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Within the individual departments, it is apparent that the staff members are working collaboratively to align their curricula with the State Core. The Visiting Team recommends that the departments go beyond teaching the basic goals as presented in the Core Curriculum and collaborate across departments to provide the students with the opportunity to have a more in-depth learning experience. It is also recommended that the school's written, taught, and the assessed curricula be aligned not only with the State Core standards, but also with the school's DRSLs.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The DRSLs have been identified and the staff has reached an agreement on the importance of outcomes. The action plan has addressed most of the DRSLs.

Interviews with students and staff members indicate that more collaboration among teachers within a department and across departments would be very beneficial to the learning environment provided for each student. Profile information and student interviews indicated that the curriculum students experience lacks a sense of cohesiveness and relevance.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The majority of activities that the Visiting Team observed during the course of the visit involved direct instruction followed by independent work. Interviews with teachers revealed that other types of instruction are frequently utilized. The Visiting Team commends the work of teachers who are making efforts to broaden their instructional repertoire to include a wide variety of research-based instructional strategies.

Observations during the one-day visit did not confirm the belief, as stated in the self-study, that "a high majority of teachers use a variety of instructional strategies." The reliance on direct instruction as the primary instructional strategy may be getting in the way of some students achieving their potential.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

This is an area that all schools need to focus on. Regular education teachers need to continually devise methods to meet the needs of ESL and Special Education students, as well as other different learners. This requires constant communication with ESL, Special Education, and other teachers who work with these students.

Interviews with staff members revealed that some teachers are unwilling to accommodate students who are different learners. The Visiting Team commends those teachers who are making a sincere effort to accommodate the needs of different learners.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided with a variety of opportunities to receive additional help to improve their learning. The Visiting Team commends North Sevier High School's intervention program, in which teachers are available on "early-out" Fridays from 1:30-3:00. The peer tutoring program is also available during the second and third trimesters to students seeking extra help.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The staff indicated that clearly defined expectations for student achievement and performance standards have been developed by teachers under the guidance of the district. However, conversations concerning testing are generally focused on CRT, SAT, and UBSCT results. The Visiting Team recommends that the staff use these formative benchmarks to assess who is learning and who is not learning. The departmental use of these formative assessments will provide more timely data that will allow teachers to adjust instruction accordingly.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The staff reported using a variety of assessments, including projects, activities, and paper-and-pencil assessments. Student and teacher interviews revealed that teachers are willing to incorporate a variety of assessment tools.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Grading practices and assessments of student learning are fair.

**Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

North Sevier High School has established an academic environment in which teaching and learning are supported by most stakeholders. The administration is sensitive to the need for maximizing classroom time.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The school makes limited use of assessment and evaluation data for the purpose of improving student learning and instructional effectiveness. Because this is a new process to North Sevier High School, there are some vagaries that will be clarified through further implementation of the school's actions, providing departments and focus groups with relevant data.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

There is evidence in the school's action plan that a system for ongoing monitoring of student achievement is in the developmental stages, and that the intent is to create an such a system to support the school's continuous reflection.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Students at North Sevier High School appear to be happy and well adjusted. Parents, students, and teachers all felt that students feel safe at school.

The staff and administration are encouraged to address the suggested substance abuse issues in a collaborative manner with all stakeholders. This issue was documented by parents, students, and staff members through interviews and through the school's profile.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*



The decisions related to the allocation and use of resources usually, but not always, take into account the school's goals and DRSLs. The Visiting Team encourages the leadership of the school to ensure that the allocation and use of resources are aligned with the DRSLs and are supportive of the action plan.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Since North Sevier High School has gone through the focus group and departmental analyses, it shows evidence of the beginning of leadership's role with regard to empowering the school community. It will be through the continued use of these groups, and the implementation of the school's action plans, that these aspects will become an important part of the school's function.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

Positive and productive working relationships have been established among students, teachers, support staff, and administrators. Collaborative teams have been established on a periodic basis to achieve some of the school's goals.

There is some concern among the Visiting Team that because North Sevier High School has accomplished so much in one year, members of the faculty may relax with regard to working toward accomplishing the action plan. The Visiting Team recommends that these departmental, focus group, and leadership teams continue to meet in order to sustain implementation of the action plan.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Limited efforts have been made to engage parents and families as partners in the learning process. The administration and staff at North Sevier High School recognize this issue and have identified it as an area of growth in the action plan.

The school supports collegial working relationships across K-16 levels of education, as evidenced by its concurrent enrollment numbers and students' attendance of the applied technology college in Richfield.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

North Sevier High School's organizational system and culture are supportive of school improvement and professional development. Professional development programs are designed to facilitate the acquisition of new knowledge and skills by all staff members. The Visiting Team observed interest and involvement in continuous learning on the part of the entire staff.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school supports the work of individuals and groups responsible for implementing school improvement initiatives. The administration is aware of the need to offer additional opportunities for professional development, and its role will be critical in the implementation of the action plan.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

This standard is met. North Sevier High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

### **Standard II – Student Personnel Services**

This standard is met. Student personnel services are designed to give systematic assistance to students. The list of assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

### **Standard III – School Plant and Equipment**

This standard is met. The school plant provides for a variety of instructional activities and programs, and incorporates aesthetic features that contribute to a positive educational atmosphere.

#### **Standard IV – Library Media Program**

This standard is **not** met. The school does not have a certified library media teacher to provide instruction and services.

#### **Standard V – Records**

This standard is met. Student records are maintained, handled, and protected in the best interest of students and parents. Students and parents have the right to access personal student records, and the records' privacy is ensured by federal legislation.

#### **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met. The school improvement plan focuses on the total school rather than on each of the separate components within the school.

#### **Standard VII – Preparation of Personnel**

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed in the subjects they are assigned.

#### **Standard VIII – Administration**

This standard is met. The administration of North Sevier High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

#### **Standard IX – Teacher Load**

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and the NAAS.

#### **Standard X – Activities**

This standard is met. North Sevier High School supports a range of activities that supplement the basic instructional program and provide additional opportunities for learning to take place.

#### **Standard XI – Business Practices**

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all

school funds. The school's advertising and promotional literature are completely truthful and ethical.

## **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan currently addresses several major areas of improvement, as identified by the school's departments and focus groups. These areas of improvement include the following:

- Provide in-service training on developing critical thinking skills.
- Develop a school-wide rubric for critical thinking assessment.
- Implement an information management system to more effectively access, disaggregate, and analyze data.
- Provide in-service on Six Trait writing.
- Implement an early intervention program for 9<sup>th</sup> graders.
- Include more parents, students, and community members in the decision-making process.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The commitment of the staff to the implementation of the action plan was evident to the Visiting Team through their interviews. However, the Visiting Team did not get a sense of the level of support or commitment to the action plan in the broader school community.

The administration recognizes the importance of including all stakeholders, and was open to suggestions. The Visiting Team is confident that the school leadership will implement the school's action plan and the recommendations of the Visiting Team.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The Visiting Team is confident that the school leadership is committed to the continuous improvement process and understands that decisions need to be based on data. The Visiting Team is concerned that the timelines for accomplishing each of the school goals may be too ambitious. The staff and administration are encouraged to review timelines to ensure the sustainability of the school's goals.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- Staff members have a high level of professionalism, as evidenced by their willingness to seek professional development.
- Collaboration between and within departments is evident in the work that is done.
- The school has an exceptionally high number of students who are involved in extracurricular activities
- A positive school climate is evident. Students feel safe, and teachers have genuine concern for student success.
- The administration at North Sevier High School should be commended, as it has done a great deal to facilitate the completion of the self-analysis process.

### **Recommendations:**

- It is suggested that data be collected in an organized and consistent manner and used to drive decision-making as it pertains to instruction and student learning.
- North Sevier High School is in the beginning stages of a collaborative process. There is more room for better collaboration within and between departments.
- Broader involvement by stakeholders is recommended. Parents, students, and community members all need to be included in setting and achieving goals.